

Orientation for Paraprofessionals

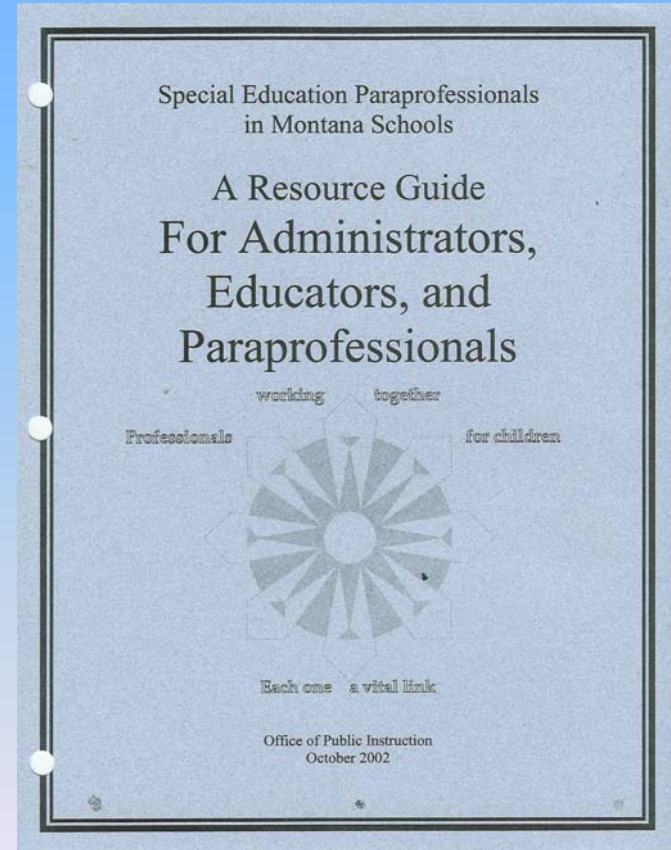
Utilizing OPI Resource Guide Special Education Paraprofessionals in Montana Schools

To Begin
Powerpoint
Press F5



Background of Guide

- Developed by Montana OPI Paraprofessional Consortium
- Designed to accompany the Resource Guide
 - Available hard copy – OPI 444-5661
 - On Website
www.opi.state.mt.us/CSPD
- Orientation – help paraprofessionals meet entry level requirements of No Child Left Behind Act.



Your Presenters

- Nancy Marks
 - Special Education Coordinator, Missoula
 - Member of OPI Paraprofessional Consortium
 - Region V CSPD Coordinator
 - Paraprofessional Trainer
 - Email: admin@cspd.net



Your Presenters

- Brenda Mast
 - Special Education Teacher,
Glendive, MT
 - Member of OPI
Paraprofessional
Consortium
 - Paraprofessional Trainer
 - Region 1 CSPD board
member
 - mastb@midrivers.com



Purpose of Guide

- Provide overview for new paraprofessionals
- Facilitate communication between paraprofessional, teacher and administrator
- Entry-level competencies of *Montana Consortium/OPI Paraprofessional Portfolio and Competency Checklist* are emphasized



How to Navigate

- Automatically moves from slide to slide
- When need to stop will see this



*When ready to go on, hit ENTER or
the click on the mouse button to
continue with the presentation.*



- To go on- just click on the mouse button or
hit ENTER



How to Navigate

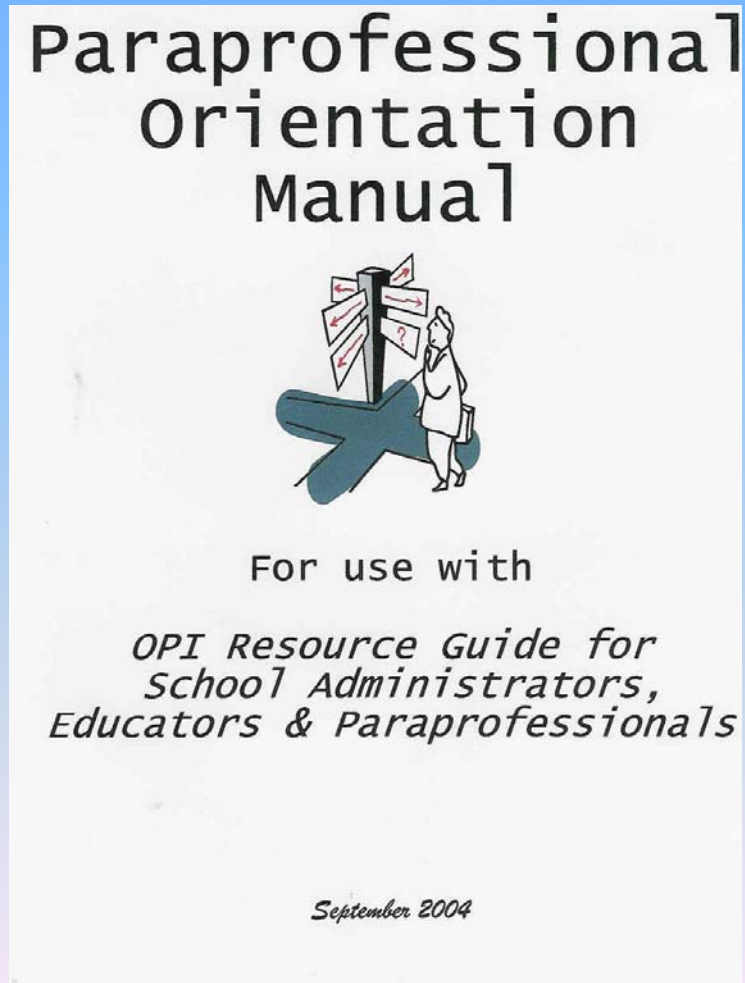
- Trouble hearing the audio? Want to see the narration?
 - Turn on the slide show F5
 - Right click on mouse
 - Click on SPEAKER NOTES
 - Use your cursor to move it around on the screen
 - To go on- click anywhere on the screen.
- Go to a previous slide- use up arrow 
- To go forward- use the down arrow 
- To quit- ESC





How do I use this orientation.....

- You should have the following hand-outs in your packet..

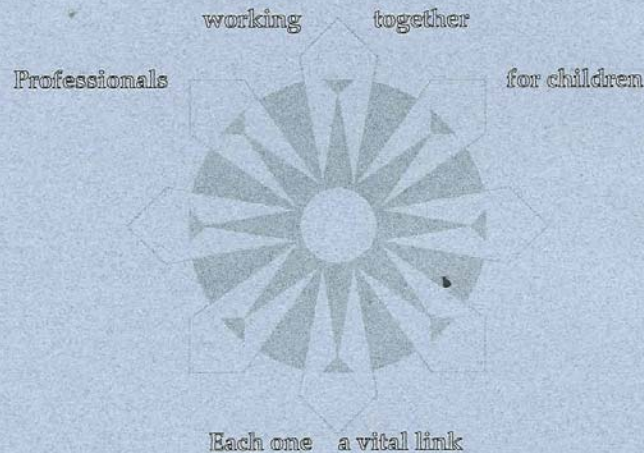


–*Paraprofessional
Orientation Manual*–
corresponds with this
presentation



Special Education Paraprofessionals
in Montana Schools

A Resource Guide
For Administrators,
Educators, and
Paraprofessionals



Office of Public Instruction
October 2002

OPI
Resource
Guide

*A Resource Guide
for
Administrators,
Teachers and
Paraprofessionals*



What You Need

- If you don't have these resources
 - Go to www.opi.state.mt.us/CSPD
 - Paraprofessional Resources
 - Download and print both files

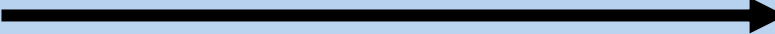
OR

Call OPI at 406-444-5661 and ask for a copy of the OPI Paraprofessional RESOURCE GUIDE and the Orientation Manual.

- Available free of charge



How do I use this program..

- View this presentation
- Additional resource guide pages corresponding with the information on each slide can be found at the top of various slides. 
- Use this presentation to acquaint yourself with the *OPI Resource Guide* to use for future reference



How do I use this Program?

- Ways to use it
 - In a small or large group
 - As an individual- self-paced. Watch a section, Stop and practice info and then do next section
 - With a partner- Watch a section. Stop and do assignments, talk to your partner and then do next section



Assignment icon →



- *Assignments are designated by this picture. Complete the Assignments in the Paraprofessional Orientation Manual*
- *Turn the manual into the designated person- check the manual- pg 2 identify this person*
- *Also note on pg 2 who to talk to when you have questions*
- *Use page 2 to check assignments completed to track your progress.*



Audience

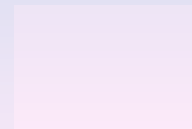
- Who are you?
- Introduce yourself to others with you
 - Name
 - Position
 - Experience you've had in education or working with children/students

When ready to go on, hit ENTER or the click on the mouse button to continue with the presentation.



Overview of Presentation

1. Who are Paraprofessionals
2. Orientation to the School District
3. The Role of the Paraprofessional and other Team members / Tips for Team Building
4. Code of Ethics for Paraprofessionals
5. Managing Student Behavior
6. Health and Safety Guidelines
7. Instructional Strategies
8. Professional Development



Who are Paraprofessionals?



OPI
Pg 3-5



Paraprofessionals

- Paraprofessionals- all "paras" working in school setting
- Paraeducators constitute the largest number of paraprofessionals
 - Work along side of and under the direction of teachers and/or related service providers
 - Fulfill a complementary role in special education, regular education and other federal programs.



Federal and State Policies

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Pg 6-8

Montana Administrative Statutes and Rules (2001) recognizes a school's employment of a teacher and aide or instructional assistant (paraprofessional) in Section 10.55.715.

- Instructional aides assigned *due to classroom size or diversity*
- Instructional aides assigned to assist students with *special education needs*
- Instructional aides hired to *assist students in gaining specialized knowledge*



No Child Left Behind Act of 2001

- Paraprofessional is an employee who provides instructional support in a program supported by Title I, Part A Funds
 - Provide one-on-one tutoring if tutoring is scheduled at time when student would not otherwise receive instruction from teacher
 - Assist with classroom management
 - Provide instructional assistance in computer laboratory
 - Conduct parental involvement activities
 - Provide support in library or media center
 - Act as translator
 - Provide instructional support services under direct supervision of a teacher



IDEA

(Special Education Law)

- **Special Education law-reauthorized in 1997**
- **In process of being reauthorized.**
- **Anticipated that paraprofessionals will have similar job description and responsibilities as NCLB**



ORIENTATION TO THE SCHOOL DISTRICT



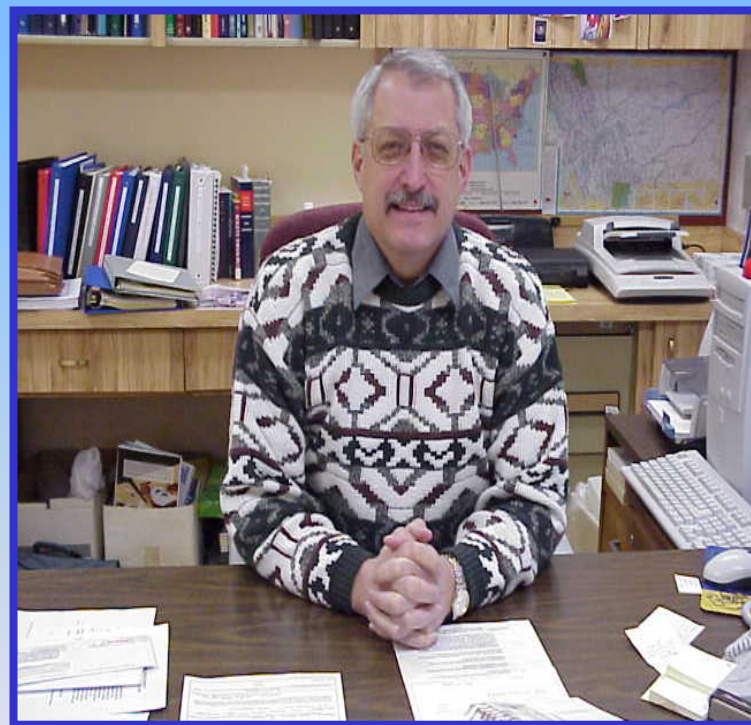
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Professional Orientation to the School District

Orientation to the School Building

- ✓ Safety and emergency procedures
- ✓ School schedules
- ✓ School handbook
- ✓ Building and Ground Map
- ✓ Building Discipline Manual
- ✓ Lunch and Recess Procedures
- ✓ Accessing Assistance
- ✓ Use of phones
- ✓ Personnel
- ✓ Universal Precautions



Ross Farber, Principal
Washington School -
Glendive, Montana





Assignment



Using your booklet, pages 3-5:

- Talk to your building principal and/or supervising teachers to get answers for the questions you have.*

When ready to go on, hit ENTER or the click on the mouse button to continue with the presentation.



The Role of the Paraprofessional & Other Team Members

OPI
Pg 15-
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The “I” and “We” in Team

Roles of Team Members

OPI
Pg 14-
16

Paraprofessional Duties May Include:

- Behavior management
- Re-teaching or reinforcing skills
- Working with students in small groups
- Reinforcing self-help skills
- Assisting with mobility



Paraprofessional Roles

Specific Responsibilities

- ✓ Carry out instructional programs and lessons in various learning environment
- ✓ Assist individual students in performing activities initiated by the professional.
- ✓ Reinforce learning with individuals in small groups.
- ✓ Assist the professional in observing, recording and charting behavior.
- ✓ Assist the professional with crisis problems and ongoing approaches to behavior management.

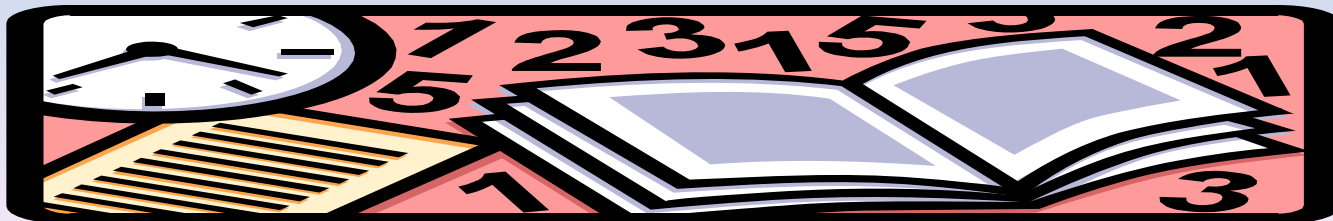


Roles Defined....

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Special Education Teacher

- Provides the basic instructional program for students
- Responsible for academic testing and observations
- Oversees the implementation of the student's program
- Case manager for the transdisciplinary team
- Responsible for providing guidelines and expectations for the Paraprofessional





Roles Defined....

General Education Teacher

- Usually initiates the special education referral for special education
- Sets the rules, guidelines, and expectations for the classroom
- Provides instruction





Assignment

Orientation Manual

- *Refer to your packet – pages 6-8*
- *Work style Inventory – fill out the paraeducator inventory (pg.6)*
- *Have your supervising teacher fill out the Professional Work Style Inventory (pg. 7)*
- *Discuss the areas you are alike and pay particular attention to the areas that you differ. Address those areas (pg 8)*

When ready to go on, hit ENTER or the click on the mouse button to continue with the presentation.



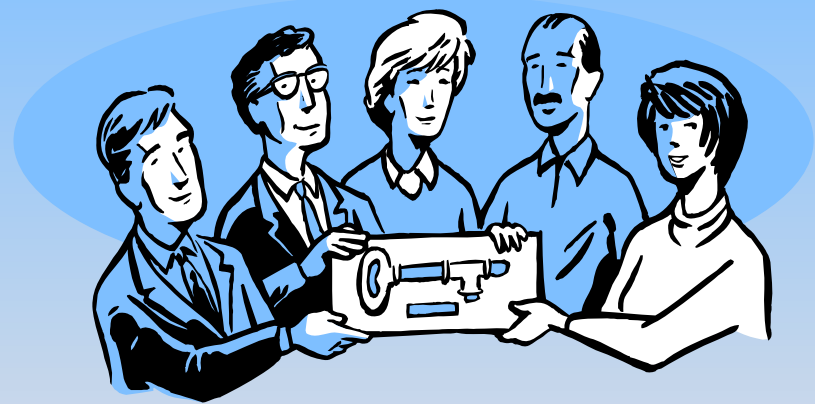
Tips for Team Building

Communication – Problem Solving

OPI
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Four Essential Characteristics:

- Good Communication
- Trust
- Respect and Recognition
- Collaborative Problem Solving



Tips for Good Team Communication

- Adopt Common Purposes
- Pay Attention
- Listen Empathetically



Tips for Good Communication

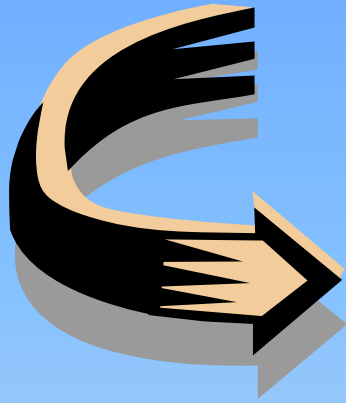
- Check for Understanding
- Avoid “Pseudo Listening”
- Actively Listen



Tips for Developing Trust Relationships

- Members of the team must adopt the team concept
- Teams must be confident that good things will happen
- Teams must support one another
- Team members recognize what behavior norm expectations are





CODE OF ETHICS FOR PARAPROFESSIONALS



Code of Ethics for Paraprofessionals



- Paras are members of an educational team.
- The philosophy and goals of the school must be understood and reflected in everyday working experiences.
- Paras must refrain from airing school problems.
- Management of student behavior should be fair.
- Paras should refrain from expressing differences of opinion or dissatisfaction with community or parents.



Reporting Child Abuse and Neglect

School personnel shall report any suspected child abuse case to one of the local Child and Family Service offices.

Indicators of child maltreatment:

- Usually observable
- Involve child's physical appearance
- May be skin or bone injuries
- May be lack of care and attention (i.e., malnutrition)

Child abuse includes emotional maltreatment, physical abuse, neglect and sexual abuse.



Confidentiality is mandated by the Federal Education Rights and Privacy Act



Control information about the students.

Only share information with those who have a need to know .

Never discuss school information regarding students while attending social events.

Forward inquiries regarding students to teachers and supervisory personnel.

Interact with those who inquire in a manner in keeping with your responsibilities.

Don't discuss student situations in the lounge with staff that have a need to know.

Explanations for not discussing a student are easier for inappropriately divulging confidential information.

Not sharing is caring.

Think about privacy.

It's important that things that happen at school, stay at school.

Appropriate information exchange carries with it responsibility.

Learn how to handle uncomfortable inquiries in positive and courteous, but confidential, ways.

Identify acceptable ways that the necessary people can access information.

Treat confidential information as if your job depends on it...it may.

You are part of positive public relations for schools. Confidentiality is a cornerstone. Protect it!

Paraprofessional Connection, Eagle River WI





Assignment

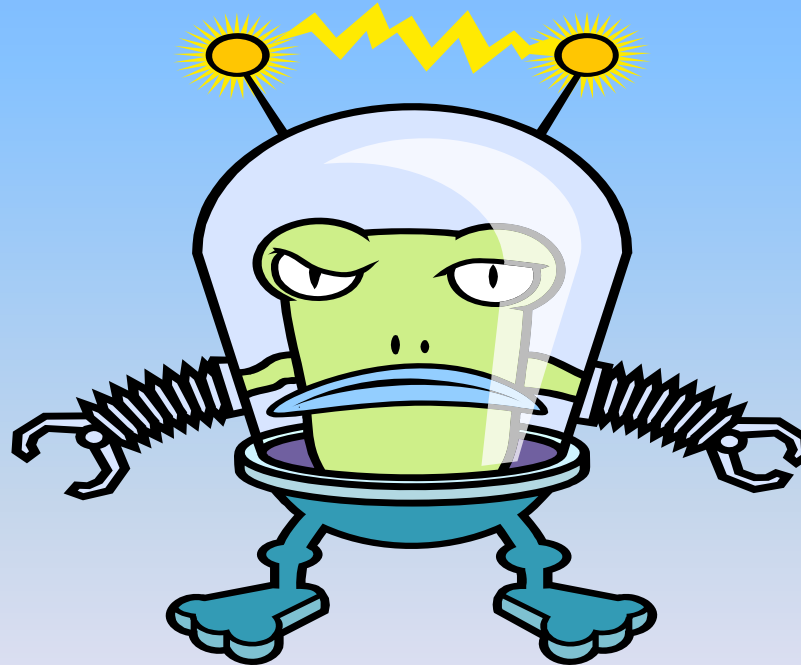
- *Assignment: (page 9 in Orientation Manual)*
- *Using the OPI Resource Guide for Administrators, Educators and Paraprofessionals, answer the two questions on this page about situations that may face paraprofessionals.*

When ready to go on, hit ENTER or the click on the mouse button to continue with the presentation.



MANAGING STUDENT BEHAVIOR

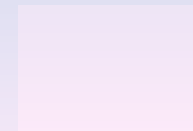
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Managing Student Behavior



- Remember behavior is a form of communication.
- There are many different approaches to managing behavior.
- In managing students' behavior, it is important to understand each person's role.



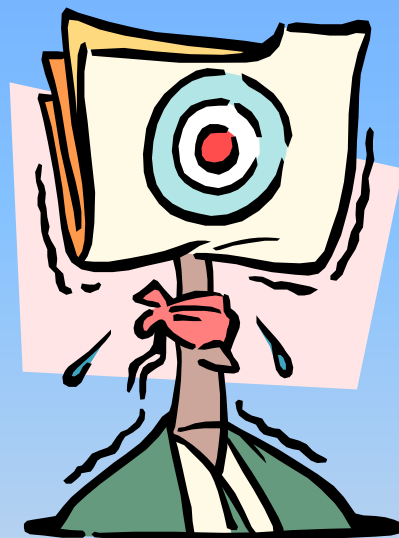
Understand Your Posture or Attitude

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❖ Overprotective

❖ Mechanistic

❖ Authoritarian



❖ **Respect, Relationship & Solidarity**



Consider the Message Behind The Behavior

- **Attention** (“ Hey, give me some recognition!”)
- **Power** (“Give me some control!”)
- **Escape** (“ I need some freedom!”)
- **Play** (“Let’s have some fun!”)
- **Self – Regulation** (“Ah! That feels better!”)



Do's and Don'ts for Managing Student Behavior

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Do:

1. Pay particular attention to students as individuals.
2. Treat students with respect.
3. Encourage discussion and expression of feelings.
4. Encourage and praise students' sincere efforts.
5. Enjoy students.
6. Make students aware that you accept them.
7. Make yourself available to students.

Don't:

1. Expect children to think, act and feel as adults.
2. Compare students with their peers.
3. Show favoritism.
4. Be insincere.
5. Give unrealistic encouragement.
6. Unnecessarily limit your expectations of the student.
7. Engage in arguing with students.



HEALTH & SAFETY GUIDELINES

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Health and Safety

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Pg 68

❖ Universal Precautions

- ❖ Wash hands
- ❖ Use disposable gloves.
- ❖ Clean blood or bodily wastes immediately.



Seizures

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- Remain calm/ provide privacy.
- Time the seizure. Note details.
- Do not restrain or interfere with his/her movements.
- Help person lie down.
- Cushion head.

- Try to turn person on side.
- Clear area around the student.
- Loosen any tight neckware.
- Do not put anything in his/her mouth



Medications

State and Federal laws prohibit the delivery of medications to students by an adult in the school unless the adult has had specific training under the supervision of a nurse.



Assist Students With Eating

- ❖ Use disposable gloves when direct skin contact with saliva is expected.
- ❖ Hand washing is important before and after feeding.
- ❖ Seat the student as upright as possible.
- ❖ Sit at eye-level with the student.
- ❖ Use a metal spoon, or adapted spoon. **Do not use plastic.**
- ❖ Use small amounts of food.
- ❖ Place food on the center of the tongue.
- ❖ Give 1-2 swallows of liquid at a time.

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Eating Etiquette

- ❖ Talk to the student while feeding.
- ❖ Tell the student when a bite of food is offered.
- ❖ Make sure food has been swallowed before delivering the next bite.
- ❖ Review the Heimlich maneuver.
- ❖ Ask what procedures are used for a student who uses a wheelchair.
- ❖ CPR training is recommended.



Wheelchair Safety

- ❖ Follow recommendations from Physical Therapist
- ❖ **Always** set wheelchair brakes when placing a student in or removing him/her from a wheelchair.
- ❖ Place students in a wheelchair with his/her buttocks as far back in the seat as possible.
- ❖ Fasten seat or hip belts first, secure to a snug position.
- ❖ Check feet to make sure they are in the foot rests.
- ❖ Always discuss the destination if you are escorting a student.
- ❖ Always set the brakes if you are coming to a stop, even if it's for a few seconds.



Lifting, Handling and Transferring Students

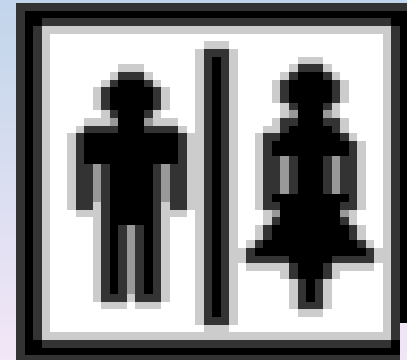
- Use *foresight and planning* prior to all attempts to transfer a student.
- Lifting a child, alone, who weighs more than 1/3 of your body weight is dangerous and should be avoided.
- With large students, two-person lifts must be used.
- Always get help the first time lifting a student.
- *Paraprofessionals who are under the care of a physician and have physical restrictions for lifting, must notify their supervisor or therapist prior to participating in training or lifting and transferring students.*



Rest Room Assistance

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- Changing diapers
- Assisting student to and from the toilet
- Physically assisting a student with pulling pants up or down before and after using the toilet
- Visually checking to make sure a student has successfully used the restroom or just reminding a student that it is time to use the restroom.
- **Use disposable gloves.**





Assignment

- *Assignment: (page 10 in Orientation Manual)*
- *Using the OPI Resource Guide for Administrators, Educators and Paraprofessionals, answer these two questions about situations that may face paraprofessionals.*

When ready to go on, hit ENTER or the click on the mouse button to continue with the presentation.



INSTRUCTIONAL STRATEGIES





Accommodations and Adaptive Strategies

- ✓ Provide a structured learning environment.
- ✓ Change student seating.
- ✓ Provide use of a study carrel.
- ✓ Use room dividers.
- ✓ Provide time-out areas.

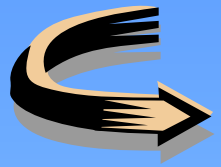


Organizational Strategies

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- ☒ Use of study guide
- ☒ Provide pencil grips
- ☒ Set time expectations for assignments
- ☒ Utilize positive reinforcements and vary them.
- ☒ Establish a home – school communication system.
- ☒ Highlight main ideas





Methodology Strategies

- ✓ Supplement oral instructions with visual instructions.
- ✓ Reduce items required on a given task.
- ✓ Provide for oral testing.
- ✓ Change instructional pace.
- ✓ Ask frequent questions.
- ✓ Tape lessons so students can listen to them again.

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Curriculum Strategies

- ✓ Limit amount of material presented on a single page.
- ✓ Provide essential fact list.
- ✓ Use picture directions.
- ✓ Use hand signals to cue behavior.
- ✓ Use graph paper to aid in number alignment.
- ✓ Use color coding.



Specific Adaptive Strategies *to Facilitate the Teaching/Learning Process*

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- ✗ Changing Format
- ✗ Changing Input/Output Modes
- ✗ Multi - Media
- ✗ Grouping
- ✗ Schedules
- ✗ Tutors
- ✗ Reinforcers
- ✗ Real - Life Situations
- ✗ Repetition



Assessing Student Learning

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Types of Assessment

Standardized Assessments

- *Must be given by a teacher*

Informal Inventories

- *Sample a variety of different skills and information*

Criterion-referenced tests

- *assess whether students have mastered a specific instructional skill*

Data Collection

Baseline

- *pre-testing students to establish a performance baseline*

Task Analysis

- *simplify learning tasks for the learner into smaller sequential components*





Assignment

- *Assignment: (page 11 in Orientation Manual)*
- *Using the OPI Resource Guide for Administrators, Educators and Paraprofessionals, answer these 2 questions about situations that may face paraprofessionals.*

When ready to go on, hit ENTER or the click on the mouse button to continue with the presentation.



Professional Development

- It is important to identify your professional developmental needs.
- Increase skills to assist in classroom





ASSIGNMENT

Orientation Manual

Use the checklist on pages 12-16 to identify the areas of need for additional training and professional development.

When ready to go on, hit ENTER or the click on the mouse button to continue with the presentation.



Professional Development

- *Once you have completed the checklist Discuss with your supervising teacher and/or principal which areas are needed for your position and develop a plan to meet those needs on pages 17.*
- *Copy and use page 18 to record the training you have attended.*

When ready to go on, hit ENTER or the click on the mouse button to continue with the presentation.



Resources

- ***Resources for Paraprofessionals***

- **www.opi.state.mt.us/CSPD**

- Paraprofessional Consortium
 - Information about trainings offered through CSPD regions

- **Montana Center on Disabilities
Technical Assistance Center**

- <http://www.msubillings.edu/mtcd/paraed/index.htm>**



Confidentiality

Confidentiality is one of the most important things to remember in regards to working as a paraprofessional.

Assignment: Fill out the Confidentiality Statement on page 19 and turn it into your supervisor.



When ready to go on, hit ENTER or the click on the mouse button to continue with the presentation.



Feedback Requested

- Please send comments about this orientation to
 - Nancy Marks at admin@cspd.netOR
 - Susan Bailey Anderson at sbanderson@state.mt.us



Be Safe and Informed Out There !



Thanks!

